



Annual Performance Report

for

Kentucky Reading First

District and Schools

Due Date	Period Covered
September 30, 2004	School Year 2003-2004
September 30, 2005	School Year 2004-2005
June 15, 2006 (Optional) OR by September 30, 2006	School Year 2005-2006
September 30, 2007	School Year 2006-2007
September 30, 2008	School Year 2007-2008

An Annual Performance Report is required of Districts and Schools awarded Kentucky Reading First subgrants under Title 1, Part B, Subgrant 1 of the No Child Left Behind Act (NCLB) of 2001. Information contained in this document will be used by the Kentucky Department of Education to complete the United States Department of Education Annual Performance Report, required by all state agencies receiving Reading First funding. The Collaborative Center for Literacy Development is responsible for compiling performance report data submitted by districts and schools as a part of the state evaluation plan. This report must be completed each year of program implementation. This document and the signed Cover Sheet (pages 1 and 2) should be submitted to:

Dr. Paige Carney, Principal Investigator
Collaborative Center for Literacy Development
University of Kentucky
338 Dickey Hall
Lexington, Kentucky 40506-0017

**KENTUCKY READING FIRST
DISTRICT ANNUAL PERFORMANCE REPORT
COVER SHEET 1**

REPORTING PERIOD: AUGUST, 2004 – MAY, 2005

Legal Name of Local Educational Agency Submitting This Report:
Address:
<p>District Contact for this Report</p> <p>Name:</p> <p>Position: District Reading First Coach/Contact</p> <p>Telephone:</p> <p>Fax:</p> <p>Email:</p>
Typed Name of Superintendent:
<div style="display: flex; justify-content: space-between; align-items: flex-end;"><div style="width: 45%; border-top: 1px solid black; text-align: center;">Signature of Superintendent</div><div style="width: 45%; border-top: 1px solid black; text-align: center;">Date</div></div>

KENTUCKY READING FIRST

DISTRICT ANNUAL PERFORMANCE REPORT

COVER SHEET 2

STATEMENT OF ASSURANCE

As a building principal of a Reading First-funded Elementary School, I assure the Kentucky Department of Education that I and members of my school Reading First leadership/literacy team have contributed to the information that the district has presented in this Annual Performance Report. Furthermore, I have read this report.

VERIFICATION OF ANNUAL PERFORMANCE REPORT REVIEW

REPORTING PERIOD: June, 2005 – MAY, 2006

NAME OF RF SCHOOL(S)	NAME OF BUILDING PRINCIPAL	SIGNATURE OF BUILDING PRINCIPAL	SCHOOL RF COACH

Annual Performance Report for the Reading First Program

Introduction

The Reading First program focuses on putting proven methods of early reading instruction in classrooms. Through the Kentucky Reading First Initiative, districts and schools have received support to apply scientifically based reading research – and the proven instructional and assessment tools consistent with this research – to ensure that all children learn to read well by the end of the primary program (grade 3). All Kentucky Reading First funding must be used to enhance reading instruction and practice, establish comprehensive professional development plans, and implement an assessment framework used for screening, diagnostic, progress monitoring, and outcome purposes.

The Kentucky Department of Education and State Evaluation Team will use this document to complete the State Annual Performance Report submitted to the U.S. Department of Education Reading First Office. This document is aligned to the federal report and is authorized by Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Each year, every funded Reading First district and school will complete this report as a part of their obligation to the initiative. A completed District Annual Performance Report must be submitted by September 30th.

This performance report seeks information from the district and school about its progress in implementing and evaluating its Reading First program, as required under Section 1202 (d)(5) of the Reading First statute. Items covered in the performance report address those areas that are of central importance to the administration and evaluation of the state Reading First grant. The questions are designed to provide information in the following key areas: progress of implementation of scientifically based reading instruction; impact on student achievement; administration and evaluation of the Reading First program; and the broader impact of Reading First in each district.

Instructions

Your District Annual Performance Report containing all requested information is due on, or before, September 30th of **EACH** school year. All sections within the document must be completed with the appropriate response for each participating school.

I. IMPLEMENTATION PROGRESS

A. Subgrants to Local Educational Agencies

- A-1. Describe the nature and extent of the participation of non-funded, eligible schools in your district.

RESPONSE:

- A-2. Describe the nature and extent of the participation of non-public schools in your district.

RESPONSE:

B. District/School Professional Development and Technical Assistance Activities

- B-1. Describe differences, if any, between the professional development and technical assistance activities that have occurred and the plan for these activities as outlined in the district/school approved plan.

RESPONSE:

- B-2. Using the table below estimate the number of primary (K-3) teachers and K-12 special education teachers in your district who have participated in any Reading First funded professional development activities.

	Primary Teachers (K-3)	Special Education teachers (K-5)
a. TOTAL number of teachers (K-3 and Special Education) working in the district.		
b. TOTAL number of teachers (K-3 and Special Education) participating in RF professional development.		
c. Percent (%) participating in RF professional development this school year.		

C. District-wide/School Level Impact

C-1. Describe the impact of the Reading First program on district-wide efforts to improve reading instruction and raise student achievement.

RESPONSE:

C-2 How is reading assessment information being used, currently at the district level, to impact professional development that informs classroom level instruction?

RESPONSE:

C-3 Describe how the district plans to use school level reading assessment information from all funded RF sites and non-funded sites, to inform district-wide professional development to improve classroom level instruction and practice in the future.

RESPONSE:

D. Implementation Issues

D-1. Has the district encountered any obstacles or circumstances that are affecting its ability to implement Reading First successfully and in accordance with its approved plan? If so, describe the issues related to implementation, the district's plan to resolve them, and whether technical assistance from the Department is needed.

RESPONSE:

D-2 Complete the following table for each funded site. Check (the category that best describes the school's level/progress of implementation according to the sections identified in the RFP and your approved plan.

Name of RF School	Implemented as planned	Slightly behind schedule	Significantly behind schedule	Not implemented

D-3 How have schools kept the district informed about their implementation plans?

RESPONSE:

D-4 Which of the five essential components of reading is considered an area of strength in your district? Which component requires additional attention or is an area of concern?

RESPONSE:

II. Achievement Impact

A. Progress of LEAs and Schools Participating in Reading First

A-1. Provide the rate of referral for special education services of students in primary schools participating in Reading First in your district.

Reporting Format for Question II.A-1

LEA/District	RF School Name	Special Education Referral Rate 2004-2005		
		Total number of students in primary program (K-3)	Total number of students referred	Referral rate (%)